

Positive Behavior Support in French-speaking Belgium: a Novelty and a Challenge

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Context

French-speaking Belgium



Difficulty in managing behavior (see TALIS survey, 2018) leads to difficulties for students and teachers (e.g. drop out)

Lack of preparation for classroom management (OECD, 2018)

FÉDÉRATION WALLONIE-BRUXELLES Few evidence-based practices such as PBS

3 (potential) explanations:

Lack of awareness of evidence-based practices

Difficulty in harmonizing practices

Great deal of pedagogical freedom written in the Belgian Constitution

Current reform → results-based management

The case study

One school chooses to implement PBS in its playgrounds.

Training of the team

The training aims to train the team in the implementation of primary-tier interventions of PBS



POSITIVE
BEHAVIOR
SUPPORT

2019-2020

• Training and creation of preventive and corrective tools

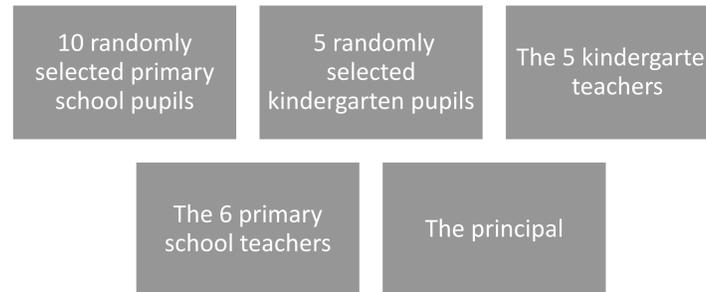
2020-2021

• Completion of training and implementation of PBS in the school (with coaching from trainers)

Method

Research question: Does the educational team implement the different components of PBS ?

Observations in the school and interviews with :



→ using an adaptation of the School-Wide Evaluation Tool (SET) (Horner et al., 2004)

Results (selection)

- ✓ Teaching materials presenting behavioral expectations in a POSITIVE way
- ✓ 100% of team report that explicit instruction of values and behavioral expectations has taken place
- ✓ 100% of students surveyed report receiving positive reinforcement
- ✓ 12 out of 15 students (including all 5 kindergarten students) are able to explain why they received positive reinforcement
- ✓ Teachers collected behavioral data in one of the two playgrounds
- ✓ Principal shares data with the team monthly
- ✓ The Behavior Support Team meets at least once a month
- ✗ No student can name the school values, BUT 2 kindergarten students and 2 primary students can explain the expectations / show the posters
- ✗ 67% of primary teachers can name at least 2 out of 3 values
- ✗ 80% of kindergarten teachers can name at least 2 out of 3 values
- ✗ Behavioral data is not collected in one of the two playgrounds (in kindergarten)
- ✗ Despite sharing data, there appears to be little use of the data for decision making
- ✗ The Behavior Support Team does not seem to provide feedback to the educational team about PBS activities

Discussion and conclusion

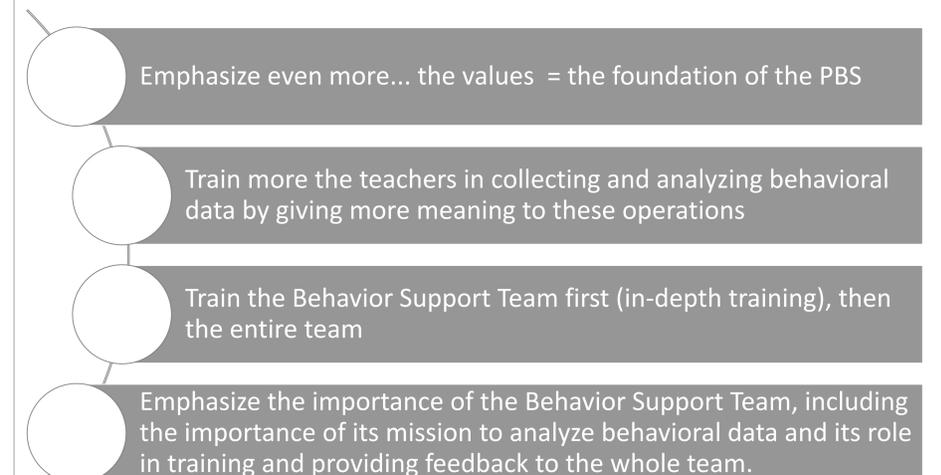
Overall positive and encouraging results for an initial implementation of the training

→ Joins the positive results of other studies (e.g. Bissonnette, Bocquillon & Saint-Georges, 2020)

Challenge

- Establishment of a Behavior Support Team to ensure some form of harmonization of practices
- Collecting and using behavioral data to make decisions

Ideas for improving training



Limitations and perspectives (ongoing)

Study conducted in 1 school → to be replicated

Study focused solely on the implementation of PBS. The effects of the system could not be measured, due to the difficulty of some teachers to collect behavioral data → Need to conduct other studies evaluating the implementation, but also the effects of PBS.

Selective references

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The School-Wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 6(1), 3–12. <https://doi.org/10.1177/10983007040060010201>

Bissonnette, S., Bocquillon, M., & St-Georges, N. (2020). Bienveillance à l'école et prévention des difficultés comportementales : le Soutien au comportement positif (SCP). *La nouvelle revue - Education et société inclusives*, 8, 231-240.

